

Literacy

Class Text: Mortal Engines

Narrative (Greek myths and legends)

- **Story mountain – Apollo**
- **Story mountain – Build Up (journey)**
- **Story Mountain – Problem (new beast)**

Grammar and Punctuation:

- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing
- Use of subjunctive forms in some very formal writing and speech [**If I were** or **Were they to come**]
- Linking ideas across paragraphs using a wider range of cohesive devices:
 - ellipsis
- Layout devices [headings, sub-headings, columns, bullets, or tables, to structure text]
- Use of the colon to introduce a list
- Use of semi-colons within lists
- Punctuation of bullet points to list information
- How hyphens can be used to avoid ambiguity [man eating shark/man-eating shark, recover/re-cover]

Maths	<p><u>Number: Integers and Decimals</u></p> <ul style="list-style-type: none">• Reading and writing to ten million• Comparing and ordering numbers to ten million• Place value to three decimal places• Rounding to a required degree of accuracy• To apply rounding in a range of contexts <p><u>Number: Multiplication and Division</u></p> <ul style="list-style-type: none">• Identify and use properties of number, focusing on primes• Multiply larger integers and decimal numbers• Divide integers by 1D and 2D numbers representing remainders appropriately
Science	<p><u>Light</u></p> <ol style="list-style-type: none">1. How do we see?2. What do shadows tell us about light?3. What is reflection?4. What is refraction?5. What colour is light?6. What is light pollution? <p><u>Working scientifically:</u></p> <ul style="list-style-type: none">• Ask relevant questions and use different types of scientific enquiries to answer them.• Plan simple scientific enquiries.• Make careful observations.• Report findings using simple scientific language, drawings, and labelled diagrams.• Report on findings from enquiries, including oral and written explanations.• Use results to draw simple conclusions and make predictions.

History	<p><u>Ancient Greece</u></p> <ol style="list-style-type: none"> 1. Who were the first Greek civilisations and how do we know about them? 2. How was Ancient Greece ruled? 3. Why were the Persian Wars and democracy part of the Golden Age of Greece? 4. Who were the Athenians and Spartans, and how did they compare? 5. What did Alexander the Great achieve and why was he influential? 6. Why are some of the achievements of the Ancient Greeks still important today?
Art	<p><u>Sessions:</u></p> <ol style="list-style-type: none"> 1. Photomontage 2. Macro photography 3. Digital Art 4. Recreating paintings 5. Photorealistic Portraits 6. <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Understand what photomontage is and recognise how artists use photography. • Demonstrate a confident understanding of Edward Weston’s style through their artistic choices. • Discuss the features of a design, e.g. explaining what is effective about a composition. • Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. • Use editing software to change their image, reflecting an artist’s style. • Draw an accurately measured grid, with some support, understanding how it can support them with their drawing. • Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. • Create a final painting or drawing with tonal differences that create a photo-realistic effect.
Computing	<p><u>iProgramme</u></p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals • Solve problems by decomposing them into smaller parts • Use sequence, selection and repetition in programs • Work with variables and various forms of input and output • Detect and correct errors in algorithms and programs

PE

Invasion games – hockey

Knowledge

- Taking part in the game as a team – competitive
- Must hit the ball with the flat side of the stick

- Only the goalkeeper is allowed to use their feet/ other body parts to control the ball
- Goals can only be scored from inside the striking circle – otherwise they do not count
- To understand and apply the rules of the game.

RE

Creation and Covenant

Understand:

To understand the second account of Creation.
To understand how we are called to Stewardship.
To understand the Christian belief of original sin.
To explain Baptism as the first Sacrament.
To know how sin damages our relationship with God and others.
To know how Jesus restores our relationship with God.
Making links between faith and science.

Discern:

Articulating reasons which might lead to judgements different to their own, in response to the claim: 'belief in Creation is compatible with scientific accounts of the beginnings of the universe and the theory of evolution', offering reasoned arguments for their own judgement. (RVE)

Respond:

Considering the ways in which their life and the life of their communities could be transformed by taking seriously the belief in the innate dignity and equality of all human beings. (RVE)
Reflecting on the ways in which the discoveries of science can lead to a deeper appreciation of the greatness of God and God's love for all Creation. (RVE)

Spanish	<u>Phonics and Pronunciation Lesson 4 (C)</u> <u>At School (P)</u>
Music	<u>Sessions:</u> <ol style="list-style-type: none">1. Exploring Fingal's Cave2. Making waves: Pitch and dynamics3. Making waves: Texture4. Group compositions5. We are waves <u>Key Knowledge</u> <ul style="list-style-type: none">• To know that the conductor beats time to help the performers work well together.• To understand that improvisation means making up music 'on the spot'.• To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.• To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.
RSE	<u>Calming the Storm</u> <u>Gifts and talents</u>

Immersive
Events/Visits/Visitors etc

Film : Hercules
Doncaster Library Museum Visit

